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News Summary

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A demographer has challenged the popular view that children in small families face disadvantages: Page A4.

A court upheld Catholic U.'s right to bar the Rev. Charles E. Curran from teaching theology: Page A13.

As more information is made available to colleges through the use of computer technology, some believe students could be swamped in a sea of information: Page A13.

A new testing program in Texas is being hailed as a great educational reform—and attacked as a barrier to the enrollment of minority students in colleges: Page A19.

Science experts and a House panel agree that the United States must better identify priorities for science spending: Page A19.

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In the pragmatic world of college sports, an official who once fought the N.C.A.A. now runs its programs for women: Page A31.

College boxing, a tradition many wish would disappear, is being kept alive by an instructor at Washington State U.: Page A31.

A team of scholars that has studied poverty in Southern Africa is now trying to win support to fight the problem: Page A33.

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Bernard Williams, a philosopher now in California: The atmosphere in Britain toward the humanities is "fundamentally hostile."

Philosophy Professors Are Leaving Britain for American Campuses

By DAVID WALKER

LONDON

A controversy has flared here over the loss of British philosophy professors to foreign universities, particularly in the United States.

In one of its last acts before its scheduled demise on April 1, Britain's University Grants Committee issued a report lamenting such a loss and urging corrective steps.

The committee, a government-appointed advisory body, said the international reputation of British philosophy departments was being threatened by the migration, which has caused an estimated 32-per-cent decline in the number of philosophy teachers over the past eight years.

At the University of Oxford alone, 15 of 62 philosophy posts that it had in 1981 were gone by 1988.

According to the committee's report,

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Action, Not Just Policy Change, Seen Needed to Improve Minority Scholars' Opportunities

Panel of black, Hispanic, and American Indian academics issues recommendations for governments, colleges, and faculty members

By PETER MONAGHAN

A national group of black, Hispanic, and American Indian professors and administrators last week issued a comprehensive set of policy recommendations aimed at helping state and federal governments, higher-education officials, and faculty members improve opportunities for minority scholars.

The report, entitled "Meeting the National Need for Minority Scholars and Scholarship," says the small representation of minority-group members in the nation's professoriate is a problem "of grave concern," and worsening.

Leaders of several higher-education organizations said the report was especially significant because it included plans for action drawn up by a group of faculty members and administrators with first-hand experience of the inequities that minority-group members in academe face.

"It ought to be a nudge for those institutions that recognize that the severity of the problem requires action—not just changes in policy but, more importantly, changes in action," said N. Joyce Payne, director of the Office of Advancement of Public Black Colleges and Universities. The office is part of the National Association of State Universities and Land-Grant Colleges.

Federal Efforts Criticized

The report was prepared by a panel of 34 scholars and administrators. Most were black, Hispanic, or American Indian—groups that the panel members said had been historically disenfranchised.

The panel was chaired by Myrna C. Adams, assistant vice-provost at the State University of New York at Stony Brook. Her institution sponsored a conference on minority-scholar issues in November 1987, which led to the formation of the committee.

The report is being distributed to officials at government agencies, higher-education associations, and colleges and universities.

Despite much discussion and action to date, the report suggests, "what is currently missing is a set of clear statements to guide policy development on the issue."

Among other things, the report says the federal government has been "ineffective and inefficient" in recognizing or helping to solve the problems faced by minority scholars. It also calls on all groups in higher education to encourage minority scholarship actively, and not just voice a commitment to it.

Faculty members themselves, the report says, have a special role to play, because

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Student-Loan Industry Alarmed by U.S. Stance on Default Payments

By ROBIN WILSON

WASHINGTON

The Education Department's response to financial mismanagement by a small student-loan company in California has set off shock waves throughout the student-loan industry.

At issue is the department's decision in late January to refuse to reimburse lenders for $575-million in defaulted student loans. Some student-aid experts say the reverberations could cut off the money that students borrow.

Education Department officials and some members of Congress say that those predicting that the agency's action will make banks reluctant to offer student loans are blowing the problem out of proportion.

The controversy has captured the attention of a wide range of players, including prominent lawmakers and the chief execu-

Continued on Page A22

After a Combative Campaign, Harvard and Its New Union Try Cooperation

By DEBRA E. BLUM

CAMBRIDGE, MASS.

When leaders of Harvard University's new clerical and technical workers' union were organizing last year, many here were skeptical about the group's campaign slogan: "You don't have to be anti-Harvard to be pro-union."

But as the new union and the university's administration prepared for contract negotiations that started last month, that message appeared to have been somewhat prophetic.

Despite a long and sometimes bitter unionization drive that was later contested by the university, both sides have since displayed what many campus observers describe as an unusually positive, noncombative attitude.

That was apparent at a recent party held by union members to mark the selection of a 63-member union negotiating team. The "Pipets," an *a cappella* singing group made up of union organizers and members (and named for a laboratory measuring device used by many technical-staff employees), sang songs—including their version of "Don't Worry, Be Happy," with such lyrics as: "Health insurance and family care, negotiate because fair is fair."

Members of Harvard's administration had a slogan of their own, and earlier had distributed buttons to both union members and university officials that proclaimed: "We'll make it work."

If it does work, the cooperative dialogue at Harvard could influence the way unions at other higher-education institutions negotiate with management.

Because of Harvard's prominence and the number of employees that were in-

Continued on Page A16

MacArthur Foundation Expected to Review Its Fellows Program

Officials of the MacArthur Foundation say they expect to review, and perhaps revise, the fund's highly visible "genius" program: Page A25.

MARGINALIA

Not long ago we published a letter to the editor from Timothy D. Smith, of Kent State University, and Jeffrey K. Smith, of Rutgers University, asking readers to send them "innovative excuses" used by students to explain why they "could not attend class, take an exam, turn in a paper."

Within two weeks, we're told by the Rutgers news service, the Smiths had received 60 responses. Among the excuses, as reported by the Rutgers *Daily Targum* and United Press International:

"I've just shot my husband and I have to answer a few questions from the police."

"There were too many murders in Middlesex County" (from a homicide detective).

"My son won't let me come to school" (from a woman with a mentally ill, knife-wielding son).

"My paper fell through the floorboards of my car while I was driving to class."

"I drove to the wrong state" (from a woman who was attending two different colleges in two different states and "got my days mixed up").

"He was helping me have a baby" (from a woman who wrote an excuse for her husband).

■

More from our very own pages:

"The location of the [Institute for the Humanities] is 'marvelously fitting,' says Ms. [Liz] Carpenter, a long-time political reporter who was executive assistant to Lyndon B. Johnson when he was Vice-President and press secretary to Lady Bird Johnson."

He crowded a lot into his busy days.

■

While we're eating crow, let us take on this large plateful (as reported in the Phoenix (Ariz.) *Gazette*:

"TEMPE—A national journal has infuriated Arizona State University officials by using the wrong seal to advertise ASU's search for a new president.

"The choice could not have been worse, at least to members of the university's presidential search committee. *The Chronicle of Higher Education* adorned its ad with the seal of the University of Arizona. . . .

"The rivalry between the two universities being what it is, it was no consolation that the Dec. 14 ad turned out to be a huge success.

"So far, 80 people have been identified as potential candidates to succeed ASU President J. Russell Nelson when he retires July 1. Sixteen applied for the job, 27 had their names placed into nomination, and 47 received some informal recommendation, said William Bowen, a Chicago consultant directing the search.

"All who have applied had strong academic backgrounds," he said.

May we cite that fact as we enter our plea for mercy? —C.G.

In Brief

Fire Damages Library at Western Carolina U.

A fire at Western Carolina University's Hunter Library has destroyed audio-visual equipment and left thousands of books damaged by smoke.

Fire investigators determined that the blaze had begun when a mechanism in an overhead fluorescent light fixture burst. The fire broke out in the early morning, when the building was closed to the public. No injuries were reported.

The fire began in the library's media center and burned slide projectors, video cassette recorders, films, tapes, compact disks, and other equipment.

The library's 300,000 books were not damaged by fire or water, but were exposed to heavy smoke. Each volume will be vacuumed and sponged by a special contractor.

The cost of replacing library materials and renovating the building has yet to be determined. The library is expected to be closed until cleanup and restoration are finished.

Dispute Over Flag Closes Art Exhibit

A student exhibition at the School of the Art Institute of Chicago was closed for a week after a work on display brought protests from angry war veterans.

The piece, by Scott Tyler, a senior, asks: "What Is The Proper Way to Display a U.S. Flag?" The artist spread a flag on the floor in such a way that some viewers could step on it. The veterans objected.

After meeting with veterans and Chicago police, school administrators last week reopened the exhibit and added a sign advising viewers that the city considers it illegal to step on the flag. A coalition of veterans organizations sued to prevent the reopening, but their request for an injunction was denied by a Cook County Circuit Court.

A similar dispute occurred at the institute last year, when an exhibition included a student's painting of the late Harold Washington, a former mayor of the city, in lingerie.

Animals-Rights Protesters Arrested at Berkeley

Seven animal-rights advocates ended an eight-day protest atop a 160-foot-high building crane at the University of California at Berkeley last week. They had been attempting to force the university to abandon the construction of a new animal-research laboratory.

The original six protesters and a seventh who joined them later were arrested and charged with misdemeanor trespassing. In an agreement with the university, felony charges for destruction of property will not be filed if damage to the crane does not exceed $5,000.

A university spokesman said delays caused by the protest cost the university and the contractor for the $14-million facility about $250,000.

Strike by Clerical Workers Ends at Adelphi U.

Clerical workers at Adelphi University returned to work last week, ending a five-week strike.

The workers' union, which was formed last spring and is affiliated with the Office and Professional Employees Union, represents 276 employees. They went on strike after seven months of negotiations with the university had failed to produce a contract.

Last week union members ratified a three-year contract with the university by a vote of 204 to 4, with 2 abstentions. Among other things, the contract includes a 21-per-cent salary increase for the clerical workers over three years and a decrease in their contributions to employer-sponsored medical plans.

A spokesman for Adelphi said campus operations had not been disrupted by the strike.

Student President Ousted at East Tennessee State

Student senators at East Tennessee State University have voted to remove from office the student president for allowing cabinet members to report hours on their time cards that they had not worked and for permitting an apathetic attitude.

Dorman G. Stout, the university's vice-president for student affairs, said the action was believed to be the first impeachment of a student president at the institution. The formal charges against the president, Jason Eagle, were "malfeasance and nonfeasance."

Mr. Eagle, who had served as president for about a year, was replaced by the student government's vice president, Kenneth Miller, who had lodged the charges. The Senate's vote to impeach Mr. Eagle was 16 to 3.

"It is accurate to say that the student president who was impeached had definitely accomplished things early in his tenure," Mr. Stout said. "It wasn't a completely rocky road. But the impeachment was presented as a matter of principle."

Rebel Flag Is Lowered at Alabama College

Officials of George Corley Wallace State Community College in elma, Ala., said last week that the decision to stop flying the Confederate flag on their campus had nothing to do with the recent appointment of the college's first black president.

Julius R. Brown, executive dean of the Allegheny Campus of the Community College of Allegheny County, Pa., was named

IMPROVING ON MOTHER NATURE AT SNOWLESS WILLIAMS COLLEGE

ALAN E. SOLOMON

What's a picture-postcard New England campus to do when the deadline for a once-in-five-years viewbook arrives and there's no snow? Above, a Williams College employee shovels trucked-in snow onto a walk. Then a photographer, below, snaps three students standing in it.

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Study Revises Popular View of Effects of Family Size

Continued from Preceding Page

with each advancing grade. Needed next, Ms. Blake says, are longitudinal studies that do not simply examine averages from aggregate data, but follow specific individuals over periods of time.

How much impact does birth order have on children? Other researchers have found that it does affect educational success, but Ms. Blake's work suggests that more research is needed.

She has, for example, found evidence of no consistent impact of birth order on cognitive ability and evidence that the children most likely to have trouble in school are those born in the middle of large families.

"There is clearly a story there, but it needs to be completed," Ms. Blake says.

Innovative Approaches

It is not just her findings that are innovative, but her methodology, as well.

In the 1960's, the physical deterioration of some of the major surveys done in the past prompted the formation of some data-base consortia to preserve the surveys. "In a sense, that enabled us to make the older data bases our laboratories," says Ms. Blake.

But while many other researchers have gone back to analyze older surveys, "few have undertaken studies of the magnitude that Judith has," says Jorge del Pinal, chief of ethnic statistics at the Bureau of the Census.

Ms. Blake has combed 11 major surveys of youths and adults for information on the impact of family size, examining data on some 150,000 cases in all.

The advantage of her methodology, she says, is that "you have studies done by some of the best research organizations and the best people in the country that are independent of each other, uncontaminated by a single bias."

The disadvantage is that the work is "absolute slavery," she says.

Generating New Questions

For each study they used, Ms. Blake first had to extrapolate the data they wanted on the size of families—often included only as a control—and then to verify how all of the data had originally been collected, edited, and more.

Ms. Blake hopes her work will be "useful," both in generating new questions, and in reassuring women today.

"I've seen many of my own women students opting to have a career, and often to have only one child, but then getting into incredible guilt over the possibility that they are disadvantaging that child. I hope my research will make them feel that, if what they want is one child, they can rest easy," she says.

But Ms. Blake intends to leave it to other researchers to follow up on particular policy implications of her research, on, for example, day care or family planning.

"Throughout my career," she says, "the fun has always been in generating the questions."

FACT FILE: 1987-88 Holdings of Research Libraries in U.S. and Canada

University Libraries

	Rank[1]	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Harvard U	1	11,496,906	313,922	102,000	1,049	$37,196,490
U of California at Los Angeles	2	5,812,163	207,140	94,757	711	28,447,376
U of California at Berkeley	3	7,190,821	195,012	98,861	740	27,524,192
Yale U	4	8,538,156	156,767	56,046	868	25,783,700
U of Illinois at Urbana-Champaign	5	7,377,051	189,222	92,530	536	16,337,081
Stanford U	6	5,740,162	161,451	54,781	618	26,692,650
U of Toronto	7	5,698,275	166,792	37,426	830	21,268,687
U of Texas	7	5,888,776	141,903	79,392	586	17,582,447
Columbia U	9	5,740,832	140,135	58,516	631	21,910,292
U of Michigan	10	6,133,171	130,358	67,530	595	20,472,160
Cornell U[3]	11	4,924,421	141,067	58,429	511	17,480,059
U of Washington	12	4,764,341	162,688	55,080	483	15,756,741
U of Wisconsin	13	4,804,386	100,070	50,913	504	18,161,108
U of Chicago	14	4,970,720	111,663	54,137	349	13,953,804
U of Minnesota	15	4,473,262	94,262	39,246	463	18,850,330
Rutgers U[3]	16	3,065,533	116,017	27,482	521	20,783,551
U of North Carolina	17	3,520,273	121,680	42,094	412	14,704,131
Princeton U	18	4,070,827	114,716	33,836	375	15,101,885
Ohio State U	19	4,254,266	96,629	31,154	454	15,791,448
Pennsylvania State U[3]	20	2,965,695	84,004	29,324	457	16,079,625
Indiana U	21	4,011,675	103,316	26,684	467	12,608,425
Arizona State U[3]	22	2,340,657	126,586	32,792	366	12,412,356
U of Arizona	23	3,329,146	96,117	28,777	390	12,658,105
U of Virginia	24	3,003,066	112,535	23,908	343	13,492,869
U of Pennsylvania	25	3,499,741	85,540	28,140	368	13,777,762
U of Florida	26	2,701,857	105,778	29,299	403	12,953,975
U of California at Davis	26	2,227,255	79,564	51,162	320	15,034,180
Duke U	26	3,668,935	90,060	29,484	320	12,177,792
U of Georgia[3]	26	2,688,433	83,832	56,624	354	10,497,853
U of British Columbia	30	2,719,586	92,451	21,655	419	13,193,111
Northwestern U	30	3,346,817	88,466	33,226	360	11,851,655
U of Southern California	32	2,533,850	61,762	37,124	546	14,156,385
New York U	33	2,988,453	73,914	28,466	364	14,525,109
Michigan State U	34	3,301,739	116,564	29,556	331	11,516,556
U of Alberta[3]	35	2,761,695	81,386	20,278	402	13,026,440
Johns Hopkins U	36	2,728,347	67,083	20,571	330	12,322,381
U of Pittsburgh	37	2,713,324	87,744	20,628	342	10,592,081
McGill U	38	2,441,494	83,300	17,509	321	11,686,192
U of Iowa	38	2,930,932	96,134	22,877	274	9,944,203
U of Kansas	40	2,688,482	71,930	27,533	298	10,257,916
U of California at San Diego	41	1,846,761	63,674	29,237	331	11,957,000
U of Maryland	42	1,928,272	76,396	22,747	348	11,711,637
U of Western Ontario	43	1,872,247	81,640	18,534	306	9,190,255
U of Hawaii	43	2,244,118	81,131	32,980	231	7,793,828
U of Connecticut[3]	45	2,146,993	78,955	20,871	230	9,731,105
Howard U	45	1,671,119	53,973	29,682	264	10,827,300
Massachusetts Institute of Technology	47	2,103,392	54,991	21,402	265	9,442,765
Wayne State U	47	2,233,540	59,494	23,796	266	10,395,333
U of California at Santa Barbara	49	1,862,167	60,302	21,784	250	10,496,462
U of Massachusetts	50	2,275,822	78,274	16,670	226	9,498,919
Georgetown U	51	1,669,036	60,872	21,607	287	10,416,426
Boston U	52	1,665,753	57,964	29,375	278	8,628,473
U of Illinois at Chicago	52	1,563,615	67,294	18,204	295	9,418,851
Louisiana State U	54	2,327,869	64,854	22,267	283	7,961,873
Vanderbilt U	54	1,761,379	59,798	18,862	289	9,945,471
Purdue U	56	1,814,065	73,415	21,056	268	7,965,803
U of Cincinnati	57	1,634,312	53,920	19,789	294	10,405,415
Texas A&M U	57	1,786,251	64,600	16,868	309	9,055,469
Washington U (Mo.)	59	2,169,792	53,136	18,372	230	9,557,623
U of Laval	59	1,653,067	58,103	14,558	269	9,690,264
Emory U	61	1,786,394	54,807	16,867	258	10,154,379
U of South Carolina	62	2,292,721	73,748	17,782	203	6,604,478
Brown U	63	2,123,050	58,627	15,075	243	9,207,122
Syracuse U	64	2,247,176	37,305	20,994	272	$8,286,754
U of Delaware	65	1,837,158	58,243	22,543	220	7,655,052
U of Rochester[3]	66	2,590,720	51,153	13,684	231	8,400,031
York U (Ontario)	67	1,697,238	55,144	18,637	238	8,450,085
U of Missouri	68	2,410,569	47,506	17,065	235	7,421,985
Brigham Young U	68	1,926,477	65,964	18,291	325	8,371,488
U of Tennessee	70	1,792,425	45,152	20,598	244	7,765,294
U of Kentucky	71	2,066,428	45,738	18,688	263	7,265,372
Southern Illinois U	72	1,997,009	52,394	21,439	246	7,209,230
Temple U[3]	72	1,999,792	48,025	16,842	227	7,607,314
U of Nebraska	74	1,939,732	54,887	20,870	210	6,424,930
U of Notre Dame	74	1,869,717	72,403	15,559	190	6,208,325
U of Miami	74	1,615,442	50,961	15,570	241	8,368,445
U of California at Irvine	77	1,361,756	55,525	16,413	217	9,767,004
U of Waterloo	78	1,578,378	71,170	14,113	205	6,650,772
Dartmouth College	79	1,722,398	60,432	20,379	184	6,556,329
Iowa State U	80	1,752,409	55,534	19,793	209	6,785,979
Virginia Polytechnic Institute and State U	81	1,632,883	45,907	18,182	220	7,853,299
U of Utah	81	1,705,473	61,734	13,567	229	7,503,806
Florida State U[3]	81	1,718,271	54,147	18,018	237	6,996,259
U of Colorado	84	2,185,565	46,693	14,262	211	7,771,748
Queen's U at Kingston	85	1,712,140	40,553	15,599	215	7,879,383
Tulane U[3]	86	1,715,893	49,791	16,496	181	7,435,087
State U of New York at Stony Brook	87	1,614,088	48,486	11,803	221	8,180,816
U of Oregon	88	1,804,926	39,362	21,081	215	7,169,345
Washington State U	89	1,527,932	36,260	21,240	206	7,438,271
North Carolina State U	90	1,239,528	45,927	15,053	224	8,142,110
U of Oklahoma	91	2,230,257	40,382	17,417	191	6,186,865
U of California at Riverside	92	1,369,083	67,960	12,797	173	6,843,056
U of Manitoba	93	1,461,076	34,071	12,138	229	7,148,292
U of Guelph	94	1,779,183	72,945	9,595	154	4,889,616
McMaster U	95	1,297,180	43,816	10,652	195	7,421,276
U of Houston	95	1,562,001	35,985	19,942	178	6,433,647
U of Alabama	97	1,732,058	40,076	17,435	175	5,644,663
U of Saskatchewan	98	1,360,380	50,674	9,689	177	6,416,000
State U of New York at Albany[3]	99	1,225,304	38,509	16,277	170	6,326,993
Georgia Institute of Technology	100	1,576,452	44,926	19,796	112	4,473,279
Case Western Reserve U	101	1,534,807	28,715	12,279	171	6,174,479
U of New Mexico	102	1,299,782	30,204	10,722	251	6,791,259
Colorado State U	103	1,140,108	37,736	11,797	132	6,428,057
Kent State U	104	1,659,396	27,701	7,317	183	6,768,538
Oklahoma State U[3]	105	1,483,703	28,810	10,911	185	5,692,996
Rice U	n/a	1,368,323	45,110	12,186	149	5,038,627
State U of New York at Buffalo	n/a	2,492,502	59,329	24,110	291	10,701,947

Non-University Libraries

	Volumes in library	Volumes added	Current serials	Total staff	Total expenditures[2]
Boston Public Library	6,003,396	257,137	16,436	665	$26,319,237
Canada Institute for Scientific and Technical Information, Ottawa, Ontario[3]	2,135,500	62,000	32,400	236	19,164,196
Center for Research Libraries, Chicago	2,893,006	31,823	12,616	68	3,119,833
Library of Congress, Washington	21,214,227	266,768	174,899	4,810	254,441,000
Linda Hall Library, Kansas City, Mo.	613,290	18,460	13,120	59	3,014,391
National Agricultural Library, Beltsville, Md.	1,993,709	38,351	27,000	201	14,944,000
National Library of Canada, Ottawa, Ontario	1,192,188	61,459	21,736	521	26,092,637
National Library of Medicine, Bethesda, Md.	1,873,403	46,885	25,884	272	17,525,000
Newberry Library, Chicago	1,420,027	7,954	6,600	110	5,192,725
New York Public Library, New York	6,197,420	90,318	151,999	750	31,565,800
New York State Library, Albany, N.Y.	2,063,573	54,380	20,505	220	8,609,499
Smithsonian Institution, Washington[3]	1,052,414	30,721	16,930	119	5,152,344

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

Note: Institutions are asked to report figures for their main campuses only, unless a branch campus is indicated.

1 Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total expenditures, and size of staff. It does not measure a library's services, the quality of its collections, or its success in meeting the needs of users. Two institutions chose not to have their index figure calculated; they appear at the end of the list of university libraries.

2 Figures for Canadian libraries are expressed in U.S. dollars.

3 Includes branches as well as the main institution.

n/a Data not available.

MacArthur Fund Expected to Review Highly Publicized Fellows Program

Continued from Preceding Page

many fields or areas of work receive MacArthur Fellowships, the awards mean different things to different people, foundation officers said.

Several board members have wondered whether the fellowship is well suited to the career patterns of scientists, the officers said. Of 31 awards made in 1988, 10 went to scientists.

"In a number of cases, scientists are well supported, well equipped, and have in mind a research trail they want to follow," said Mr. Corbally. "One of the things we ask ourselves is, Will this fellowship really make a difference? With some, it's obvious. You know it will be a liberating experience. Among others, among some scientists, it's not going to make a major difference."

The goal of stimulating individual creativity through a fellowship may need some careful thought, he added, given the fact that so much of scientific research is performed in teams, and "not by the lonely researcher."

In many cases, the fellowship does exactly what the foundation would like, officers said. Kenneth Hope, director of the fellowship program, noted that the awards had had a significant impact on some scientists, pointing to examples of those who used their fellowships to develop ideas well beyond their chosen area of research. He mentioned the example of Stephen Jay Gould, a professor of zoology at Harvard University, who decided to pursue an interest in choral music after receiving his award in 1981. "In some cases, it enables them to pursue something in their interest, but not their field," Mr. Hope said.

Effects on Recipients

The foundation also would like to examine the effects of the fellowship on everyone who receives it, not just scientists, Mr. Hope said. "Without necessarily evaluating their work, we'd like to get some sense of how the fellowships affect people," he said. "We'd like to collect anecdotes and see what pattern emerges."

Other issues foundation officers are discussing revolve around those who do not receive the fellowships.

Several men and women in business have been nominated for the fellowships, but none has yet been selected. "We're competing with other mechanisms that reward people, and prominent among them is the marketplace," said Mr. Hope. "There's little case for giving it to a millionaire."

The fund is looking for other ways to reward creativity among people in business, officers said. "It places responsibility upon us to come up with something more innovative than the fellowship," said Mr. Furman.

Not surprisingly, those who have received a MacArthur Fellowship tend to think the program works fine. Richard A. Muller, a 1982 fellow, called the program a "most inspired way" of supporting scientists and artists and said he hoped that it would continue, as is.

"Every dollar received from MacArthur, unencumbered by grant requirements, was worth 10 times as much as a dollar you would get by writing a proposal," said Mr. Muller, a professor of physics at the University of California at Berkeley. He said the fellowship was an "enormous boost" to his career and gave him confidence to develop ideas outside of the mainstream.

Such ideas are something the foundation very much wants to continue supporting, Mr. Corbally said. Ways to do that may include new awards that address scientists and their special career patterns, or programs that are aimed at professionals, not just people in business, he said.

But no decisions have been made, and they won't be for some time. "We don't know what or when," Mr. Corbally said, adding that the foundation would be constantly searching for new ways to support and nurture the creative spark.

Gifts From Businesses to Education Grew Modestly in 1987

NEW YORK

Donations to education from businesses grew modestly in 1987, giving education its largest-ever share of the corporate philanthropy pie, but the increase was not big enough to keep up with inflation, a new report says.

Confirming earlier estimates, the Council for Aid to Education report says that corporate giving to education totaled $2-billion in 1987, up $50-million from the $1.95-billion reported a year earlier.

Following a decade of double-digit increases and a 4-per-cent jump in 1986, the 2.6-per-cent rise in 1987 was the smallest since 1975. Adjusted for inflation, it translates into a decline of about 1 per cent in corporate gifts to education.

Still, with donations from businesses to all causes remaining steady at $4.6-billion in 1987, the increase was enough to push education's share of all business donations to a record 43.5 per cent, up from 42.4 per cent in 1986.

The council's report, to be released in coming weeks, elaborates on estimates of corporate giving that the Conference Board, a business-research group, made late last year (*The Chronicle*, December 14, 1988). Both groups base their findings in part on a survey of companies and their giving patterns. Of the money that 325 companies that were surveyed gave to education in 1987, about 69 per cent went to colleges and universities, an average amount for recent years.

6 Pct. for Pre-College Education

Pre-college education received 6 per cent of the contributions, while the rest, about 25 per cent, went to other education programs, such as scholarships and education-related organizations.

The survey revealed no signs of a long-projected rise in support for primary and secondary schools. But according to the council's report, not all commitments to those schools are revealed in the pre-college giving category, and the survey did not include data from several companies known to have bolstered their dollar commitments to pre-college programs.

If such an increase were to be documented, it would not necessarily be reflected in a drop in support for higher education, says Jane F. Hammond, the council's director of research. "We don't have a fixed pie," she says. "Support to both sectors has increased."

While the latest report covers 1987, early indications suggest that corporate support for education in 1988 increased "only slightly" and that giving in 1989 will show a "modest" rise, the council's report says.

Further increases are unlikely to match the rapid growth seen in corporate philanthropy through the late 1970's and early 1980's, Ms. Hammond says, but may well outpace the rate of increase over the last two years. The primary reasons: a strong economic climate and a recovery in corporate profits, which soared in 1987 after a seven-year slump.

Copies of the report are available, free, from the Council for Aid to Education, 51 Madison Avenue, New York 10010. —GILBERT FUCHSBERG

Corporate Gifts to Education

	Corporate contributions to education	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1977	$665,000,000	+ 18.8%	0.33%	37.1%
1978	780,000,000	+ 17.3	0.33	37.4
1979	880,000,000	+ 12.8	0.34	38.4
1980	980,000,000	+ 11.4	0.41	41.5
1981	1,090,000,000	+ 11.2	0.48	43.4
1982	1,250,000,000	+ 14.7%	0.74%	43.0%
1983	1,525,000,000	+ 22.0	0.73	42.0
1984	1,700,000,000	+ 11.5	0.71	41.9
1985	1,875,000,000	+ 10.3	0.84	41.9
1986	1,950,000,000	+ 4.0	0.82	42.4
1987	2,000,000,000	+ 2.6	0.72	43.5

Allocations From 325 Corporations in 1987

	Amount	Percentage of total
Higher education		
Unrestricted operating, capital, departmental, research, and student-aid grants and grants via consortia	$290,873,000	51.7%
Matching gifts (estimate)	99,500,000	17.7
Subtotal	390,373,000	69.4
Precollege education		
Public and private school support and other	25,232,000	4.5%
Matching gifts (estimate)	8,757,000	1.5
Subtotal	33,989,000	6.0
Other educational programs		
Education-related organizations	33,778,000	6.0%
Scholarships and fellowships	39,934,000	7.1
Other	64,951,000	11.5
Subtotal	138,663,000	24.6
Total allocated	563,025,000	100.0%
Unallocated	47,121,000	
Total	$610,146,000	

SOURCE: COUNCIL FOR AID TO EDUCATION

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